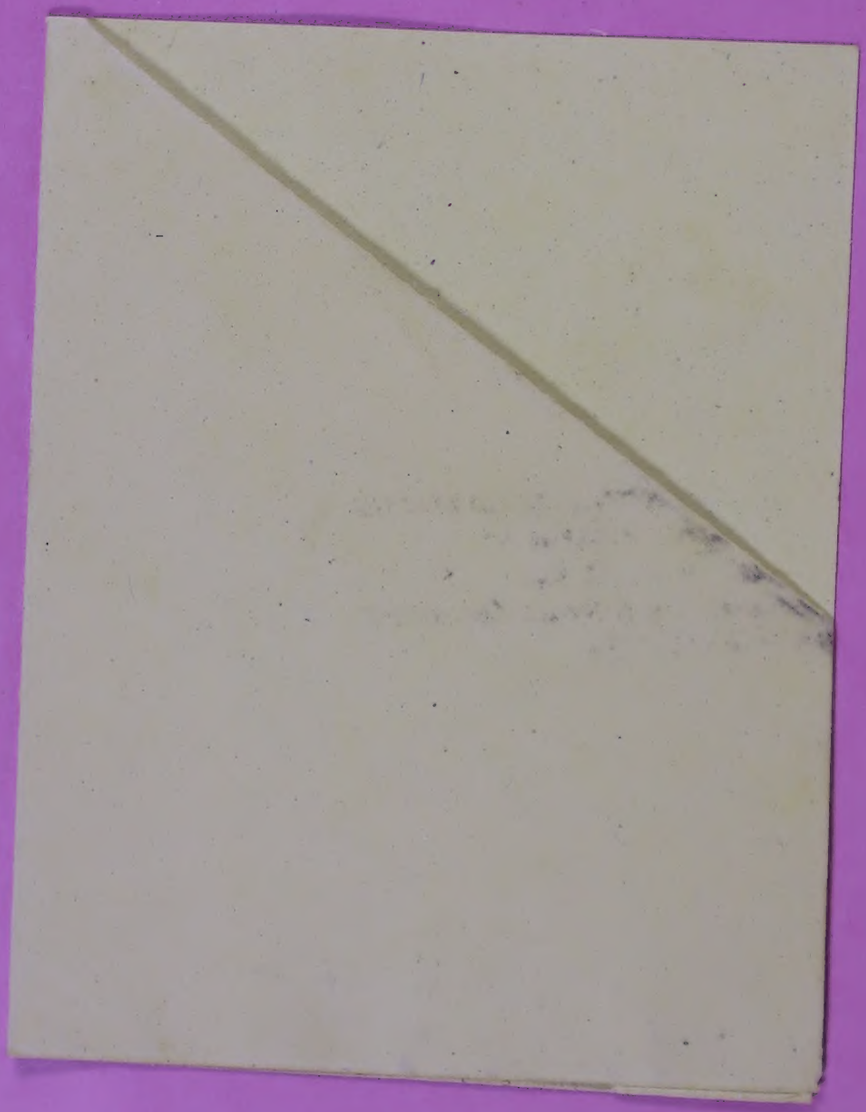
BAY OF BENGAL PROGRAMME

DEVELOPMENT OF SMALL SCALE FISHERIES

TOWARDS SHARED LEARNING

A PARTICIPATORY TRAINING APPROACH
FOR TRAINERS OF ANIMATORS
IN NON-FORMAL EDUCATION

OUTLINED IN A WORKSHOP CONDUCTED BY
BAY OF BENGAL PROGRAMME
FROM APRIL 16-23, 1984
AND DESIGNED BY A SMALL COMMITTEE
IN MAY - JUNE 1984



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A process of interaction among the representatives of the Directorate of Fisheries, Directorate of Non-formal Education, Government of Tamil Nadu, other selected voluntary agencies and individuals involved in Non-Formal Education programmes in different parts of India and Bay of Bengal Programme (BOBP) staff in a workshop evolved this Trainer's Manual.

The whole workshop was an experience in going through an approach that is unique, with emphasis on the process of evolution from the formal conditioning to a non-formal deconditioning of mind of the participants, resulting in a process-oriented non-formal training model. The content of this manual was outlined in a workshop which was later on designed and finalized by a small committee.

The inspiration for this whole effort of developing NFE curriculum came initially from the marine fisherfolk of Adirampattinam, who participated in the BOBP Coastal Villages Development (CVD) Project and who demanded an educational programme in their village. The enthusiasm shown by the animators in the field in the CVD project and their potential gave further impetus to search for materials for the NFE Centres for fisherfolk. This search pointed to the dearth of materials and hence to the special efforts needed in preparing the materials.

We deeply appreciate the contribution made by the workshop participants The participants with their talents, vast experience and commitment influenced the spirit of non-formal approach reflected in the manual.

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BOBP is a Small-Scale Fisheries Development Project funded by SIDA (Swedish International Development Authority) and executed by the FAO (Food and Agriculture Organisation of the United Nations). It aims at developing new technologies and methodologies to improve the condition of small-scale fisherfolk in five countries that border the Bay of Bengal, Bangladesh, India, Malaysia, Sri Lanka and Thailand

(L O ENGVALL)
PROGRAMME DIRECTOR

Madras
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FOR TRAINING THE ANIMATORS
APRIL 16-23, 1984
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INTRODUCING THE TRAINER'S MANUAL

The number of illiterates in India has been constantly growing. An increase of 140 million in 35 years is reported. In the last decade there has been an increase of 6 million per year. The education system with its inadequate school facilities and irrelevant educational programme to a vast majority keeps out almost 70 per cent of the nation's children.

Nearly 20 per cent do not go to school at all, 50 per cent of those who go to school leave in the first standard itself, 60 per cent abandon it before fifth standard (age 11), and 75 per cent before eighth standard (age 14). The drop-out rate is extremely high. Since three to four years of schooling are required for lasting literacy, the majority who drop out of school fall back into illiteracy.

The nation has not been able to meet the declaration of the Constitution that :

"The State shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years."

From the picture presented, it is evident that the system of formal education caters to a small percentage of the population, ignoring a vast majority. The existing system is perpetuated through promotion of values of competition, inequality and individual self-interest, essentially through focusing on subject matter learning and measuring success through results of examinations with little or no respect given to the learner, his needs, interests and capabilities.

In this context,a search for an alternative system is a necessity. In the past decade, efforts have been made by both Governmental and Non-Governmental organisations for finding an alternative. The alternative that is introduced, as a result of the efforts made so far, is identified by the Non-Formal Education. The emergence of a powerful alternative non-formal educational system stressing values of cooperation, equality and group solidarity surely calls for a continuous, intensive effort on the part of all those interested in development.

BOBP (Bay of Bengal Programme), implemented for the development of small-scale fisheries in the coastal villages of Tamil Nadu, has a non-formal education component. This is the result of the expressed desire of the fishermen who participated in the coastal villages development pilot project in coastal Thanjavur. In their efforts in planning for a meaningful programme of non-

formal education for the marine fisherfolk along coastal Tamil Nadu, BOBP provided a common forum for interaction between Government and Non-Government agencies and individuals interested in pooling their experiences in the same field. A package of materials to be used with the learners in the Non-Formal Education Programme for the marine fisherfolk and this Trainer's Manual to help the trainers of field workers in NFE, were evolved in three workshops.

This manual, as described, is the result of concern and interest on the part of many people for the animators and their work in Non-Formal Education in the coastal villages of Tamil Nadu. However, care is taken to see that the scope of the manual is also extended to support other field level workers. Hence, it is hoped that the manual will be an effective tool in the hands of the trainers interested in helping all those who work with people.

It is the belief of those who prepared this manual that

the goal of non-formal education is to enable people to have increasing control of situations which affect their lives through a participatory educational process, which will have a liberating influence on people.

Such an educational process necessitates the following:

1. Creating a learning environment

   This would mean promoting equality of relationships, respect for people, trust in one's own ability to solve problems, and sharing in decision making and responsibility for learning.

2. Acquiring a wider perspective

   This is achieved through provision of the required knowledge, attitudes and skills. Basic skills in reading, writing, and day-to-day arithmetic form an important part of this. The three components mentioned earlier, run concurrently. Since learning is to result in change, more emphasis is laid on skills and attitudes.

3. Developing critical thinking

   This is done through helping the learners to reflect on their everyday experiences and problems. This may result in the learners moving towards taking action for solving their problems.

4. <u>Sustaining interest for continued learning</u>

Being helped to constantly look into their own needs and finding possibilities of meeting them, the learners sustain their interest for continued learning.

Some assumptions . . . .

- People have the potential to solve their own problems.
- Learning is for behaving differently, not for knowing more.
- Learning occurs only through reflection on personal experiences.
- Learning is a shared experience between the animator and the learner.
- Learning is for bringing harmony in thinking, feeling and action in the people.
- Learning becomes effective when it is meaningful to the learners.

UNDERSTANDING THE PROFILE OF THE ANIMATOR

An animator is the field level worker in the Non-Formal Education Centre who facilitates the learning process of the people.

This section presents the following:

- Pre-training profiles : Some assumptions
- Responsibilities of the animator at the NFE Centre
- Knowledge, Attitudes and Skills considered essential for performing the job of animator
- Desirable attributes to be considered while recruiting the animator.

These are presented in order for the trainer to understand the basis on which the training model is presented in this manual.

Pre-training Profile : Some assumptions

- a member of the community with pattern of behaviour similar to that of people
- capable of reading and writing materials in Tamil language
- majority below 25 years of age
- likely to be underemployed
- lacks experience in helping people to learn

Responsibilities of the animator at the NFE Centres

1. Facilitating the learning of reading and writing, and day-to-day arithmetic
2. Helping people to identify some of their problems
3. Generating discussions on problems and possible solutions
4. Promoting cooperative efforts towards solving problems
5. Training other young people for taking up community work
6. Helping the learners to gain self-confidence and have a positive self image
7. Creating and participating in social and community events
8. Creating a climate for encouraging the community to participate in the educational process
9. Identifying and using the existing resources in the community in the educational process.

Post-training

Some expectations based on the knowledge, attitude and skill input during the training period:

Knowledge

1. Economic life of fishing community:
   - contribution made by small-scale fisheries to the society
   - fishing communities' status and problems
   - forms of exploitation
2. Social system:
   - magnitude of poverty
   - existing social set-up - family, community, caste, etc
3. Political aspects:
   - leadership - formal, informal
   - local government structure, political parties
4. Cultural aspects:
   - festivals, folk lore, customs, tradition, beliefs and norms
5. Health, Nutrition and Sanitation:
   - relationship between these aspects
   - preventive and curative methods
   - indigenous methods
6. Environment:
   - infrastructure facilities
   - conservation
7. Role and Status of women (social, economic, health)
8. Development agencies and services (Government and non-government) available in the area

The emphasis would be more on how the animator can get, interpret, and present knowledge, than on acquiring knowledge.

Attitudes towards self as an animator

1. The animator is not all-knowing. He is only a facilitator in the learning situation.
2. The animator helps others to grow and himself grows along with the learners from the experience in the learning situation.
3. The animator needs to reflect continuously in order to arrange the learning situations better.
4. The animator's sensitivity to the thinking, feeling and actions of the learners would help in improving the learning climate.
5. Teaching is not a job to fill in the time of the learners, but it is a process of social participation.

Attitude towards Learners

1. The learners in an adult education programme have their life experiences which are valuable.
2. The existing beliefs and practices of the learners are meaningful to them and should be understood.
3. The learners are capable of understanding what is being discussed, provided the matter is relevant to their lives and presented in the right manner.
4. The learners are capable of solving their problems.

Attitudes towards education

1. Education is a continuous process of learning.
2. Learning is a shared experience.
3. Educational process can be a powerful mean of bringing about social change.
4. Education should be relevant to the life situation.
5. Education is everyone's right and responsibility.
6. Knowledge and skills should be freely shared.

Attitudes towards group work in education

1. People can achieve more through cooperation.
2. Working together is the only way to improve the quality of life of the people.
3. Competition divides the group.
4. Group solidarity is crucial for fighting exploitation.

Attitudes towards development

1. The village is developed only when all the people have a life which is of a minimum acceptable quality.
2. Development is people gaining increasing control over their lives.
3. Development is when people can make maximum use of their potential.

Skills

1. In using teaching and learning materials.
2. In preparing and selecting aids.
3. Organisational skills:

   ability to:

   - plan activities/events/centre
   - share responsibility
   - coordinate
4. In obtaining, organising and selecting relevant information for use in the Centre:
   - contacting for information
   - classifying
5. In discussions:

   ability to:

   - raise relevant questions
   - listen carefully
   - be objective
   - keep track of the issue
   - speak clearly
   - elicit participation of all members of the group
   - present the stimulus effectively through:
     - case study
     - role play
     - flannel graph or any picture
     - simulation exercises
     - etc

6. In communication, especially the abilities
   - to approach people
   - to develop and maintain good inter-personal relationship
   - to present and respond to an idea
7. In group action in relation to
   - forming a group
   - identifying the problem in a group
   - analysing of the problem in a group
   - thinking of the alternatives in a group
   - making decisions in a group
   - implementing decisions taken
   - analysing the results of the steps in implementation

<u>Desirable attributes to be considered while recruiting the animator</u>

Some of the criteria for recruitment could be that
- the animator is able to comprehend teaching learning materials
- he is able to express himself
- he shows some amount of self-confidence
- he shows willingness and enthusiasm in accepting what is expected of him as an animator

The procedure for spotting young people with talents can be through camps.

DESIGNING THE TRAINING MODEL

The training model is designed keeping in mind the animator's profile - job responsibilities, the knowledge, attitudes and skills required presented in the previous section. The process of designing the model is described here.

Assumptions

1. Training is a shared experience between the trainer and trainees.
2. Sharing responsibility for planning, organising and conducting the training programme will contribute to increasing involvement of the trainees.
3. What is true of the training group is true of the community and society at large.
4. Training is for bringing harmony in thinking, feeling and action in the trainees.
5. Training becomes effective when there is a sense of discovery through personal experience.

Goal

The training is to enable the trainees to become effective animators at NFE Centres through experientially understanding non-formal education as a process.

Objectives

1. To develop an understanding of their role as an animator in NFE Centres by:
   a. perceiving the job of the animator at different points in training
   b. listing the activities of the NFE Centre
   c. developing a work-plan of the NFE Centre
2. To develop an understanding of one's own self and others in a group in terms of attitudes, values and behaviour by:
   a. creating a trusting atmosphere to encourage learning
   b. sharing responsibilities for learning
   c. developing a sense of belongingness
   d. realising the importance of cooperative efforts

3. To develop an understanding of their own village community and of the larger society by:

   a. becoming aware of the problems of their own community

   b. examining their attitudes towards the community and its problems

   c. understanding the magnitude of specific problems, seeing it in a larger context

   d. being able to identify some of the specific problems and to undertake preventive measures

4. To develop an understanding of the present education system and its relevance by:

   a. analysing one's own experience in school and its relevance to life

   b. visualising a type of educational programme relevant to adult learners

5. To develop some of the skills required in playing the role of the animator by:

   a. collecting and organising information related to the community problems

   b. developing skills in:

      - group discussion
      - preparing and using aids
      - using the animator's guide (as a source of information)
      - using the literacy primer and work book (as a source of information)

   c. developing skills in evaluating oneself and the programme:

      - through observing, expressing, writing reports and feedback
      - through thinking about each day's learnings
      - through the processing of the exercises
      - through relating objectives of the programme with their own achievement

6. To acquire information needed in terms of

   a. - the health status of the village, state and the nation

      - specific problems and their prevention

   b. poverty conditions of the village, state and nation

   c. status of women

   d. problems of dowry

   e. topics given in the Animator's Guide.

Time Frame for the Training

The NFE programme in Tamil Nadu is of 10 months duration. The animator is expected to continue with the learning both within the specified training period and while being on the job.

The duration of time specified for the training of animators of NFE by the Government of India is 21 days. The training is seen to occur in three parts.

Induction

Time allotted for induction/training is 12 days. The training could be organised for a block of 12 days or in convenient segments of shorter duration. The segmenting should take into account the stages given in the training model presented in Section F.

Inservice

The duration cannot be specified. It will be determined by the needs of the animator from the field; needs as observed by the trainer, training requirements left out during the induction, further reinforcements required.

It is important that the organisers realise that in service training is essential.

Field Support

This is provided by the trainers and field staff during the entire duration of the programme. This is for helping the animators with specific problems that may arise in the field. The support can be given to individual animators or to small groups. Animators coming together in small groups for mutual support is also to be encouraged.

LOOKING AT THE PROCESS OF TRAINING

This section is actually a continuation of the previous section on 'Designing the Training Model'. It is given a separate section to mark its importance as the training given in the model is essentially process oriented. The process of training is presented here in relation to the different possible approaches to training.

In general there can be four different approaches to training.*

- One approach is passing the content from those who know to those who do not know. This is generally observed in the formal system of education.

- The second approach is that the emotions of individuals are important to their learning and the conscious recognition of this in special group situations created specifically for this purpose can be applied to life situations in general.

- The third approach provides opportunities to learn on the job e.g. apprenticeship, internship, field placement. It is assumed here that the trainees learn the skills sufficiently to meet the requirements on the job and to cope with the new and unexpected needs.

- The fourth approach is action-reflection process which

  "... consists basically of providing participants with alternating opportunities. For parts of the program, participants work on tasks and problems similar to those they face on their jobs. In between they analyse, elucidate, and understand the factors that underlie the experiences they have just had and the points of views with which they approached them. This strategy does not lead to improvements limited to a specific job or situation but to widening and deepening participants' competence to understand and deal with many situations. What to think is taken to be a less potent learning than how to think. Action and discussion methods of training are characteristic of this strategy." **

The training model given in this manual is mainly the fourth approach described.

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* adapted from John Staley People in Development 1982 pp 6-8
** Lynton & Pareek Training for Development, 1973. p. 45

QUESTIONING

Since learning occurs through analysis of one's own experiences, the trainees are helped to reflect about their experiences with the help of questions. In this context, questioning assumes a very important place. The art of questioning develops in the learner the reasoning ability and helps build awareness, provided there is a skill in listening.

Questioning skill has knowledge, skill and attitude components. Questioning can be at different levels. It makes a person curious and directs him to seek knowledge. It produces behavioural change, however small it may be. The indicators of such a change will be creation of doubt and hesitation before coming to any sort of conclusions.

Types of questions

1. Questions from a text/episode presented, for which answers can be found directly in the text/episode.
2. Questions for which the answers are not provided in the presentation, but can be sought from a more knowledgeable person.
3. Questions based on real life situations, eg:
   One of the participants may be asked to narrate a conflict situation - clash in the community. The narration is likely to be mixed with information, opinion and judgement. This should be followed by probing questions; and subsequently by lead questions which can help one to elicit factual information and help learners to be more objective.
4. Questions aimed for analysing human behaviour. For instance, take the episode of a rural working couple. On returning from work, the man beats up the wife because the food is not ready. Questioning the learners on the type of solution they would offer to this kind of situation will give the animator new/more information for analysis. Asking direct questions prevents people being spontaneous.
5. Questions asked posing a problem which does not directly affect their day to day life: Solution to this is to be identified step by step by the learners based on the lead questions raised by the animator at every level. At the final stage, the whole exercise should be related to the real life situation by the questions "Whether similar things happen in day-to-day life?"

BECOMING CONSCIOUS OF THE LEARNING

It is the belief of those who prepared this training model that learning can be productive only when the learners consciously know that they have learned. The term 'productive' is used here in the sense that the learner will continue to learn by himself and will be able to deal with new and unexpected situations in the field.

In the formal system which is the background experience of the trainees, the system assesses and informs the learner how much he knows, which again is limited to mere subject matter learning. In the flexible, process oriented non-formal education which deals with attitude, skills, behaviour and information, learning is difficult to identify and describe. This system demands that the learner assume responsibilities for assessing his own learning, evaluate it, and be able to articulate it for others when required. Towards this difficult task the training model suggests a number of different methods and these are in-built in the training process.

1. Daily Reporting

   This is for everyday reviewing of the learning during the training, and for developing skills in observation and expression, improving writing skills, learning to give feedback on content, methodology, level of participation, types of materials, use of resource persons, trainer's performance, the physical arrangements etc.

   The training model suggests both individual and team reporting. The team reporting should enable them to deepen their learnings through reviewing further.

   The exercise on reviewing of the reports of the entire training by all the trainees together could bring to light the learnings in the training programme and the progress from one point to another.

2. Reflecting and expressing the learnings of the day

   This is suggested at the end of each day to help trainees to reflect on their own learnings, considered most important or impressive by themselves.

3. Processing of exercises

   Each exercise suggested in the training model has two components, the task to be performed and an analysis of how the task is performed.

The analysis here is with reference to the emotive aspects of the individuals and the group. This means that the analysis can help trainees to become conscious of what is happening within themselves and in relation to the whole group.

4. Personal profile of animators

In the training, the animators are helped to look at themselves in terms of the role they have to perform as animator at different points.

- In the beginning of the training - writing a letter to a friend describing his job;
- In the middle of the training - writing an application for the job of an animator in response to an advertisement;
- At the end of the training - listing the responsibilities of the animator while designing their plan of work; and by

comparing their perceptions of the role of the animator at these different points.

- Role play of the 'NFE Centre to be'.

5. Application of learning

The training model has limited scope in the application of learning with regard to attitudes. The skills application has a considerable place in the training. Some of such applications are writing, expressing, conducting discussions, listening, observing, using materials, being creative.

6. Looking at achievements in terms of the objectives of the training

The trainees are asked to look at their achievements in terms of the objectives of the training programme on the last day. They also role-play the 'NFE Centre to-be' enabling them to have a vision. These two would help in looking at the training programme as a whole.

TALKING TO THE TRAINERS

This manual is prepared with the intention of giving some ideas for you, the trainer, to perform your task of training the animator better. It is important that you read through the whole manual and understand as much as possible the concept of non-formal education as a process.

- Essentially, the training model given creates the atmosphere and uses the approaches that it is hoped the animators will use when working with rural people. Thus in this training participants must assume responsibility for their own thinking and learning. It is not the role of the trainers to provide all the answers.

  Obviously the instructions in the training exercises do not anticipate every question or situation that will arise. Trainers will have to be "fast on their feet" ready to handle unexpected things that always happen. Good humour, patience and enthusiasm are most valuable resources for trainers.

There are several special things you should note about the training activities :

- Directions in the training exercises have been written for a group of 20-25 participants. If the group is much larger or much smaller, you will have to adjust or adapt the exercises.
- There is a special column for the trainer for each activity. These are messages to you, the trainer, to help you see the sequence and relationships among the various training activities.
- You can share these ideas with the animator trainees so that they too see the objectives of the activity and understand the sequencing.

  Throughout the training activities there are TRAINERS NOTES. These are meant to draw your attention to important points to cover in discussions, to point out things that will help the activity work well or to suggest ideas that should be shared with the group.

- You are including as training objectives learning how to use animators guide. Make it clear that the lessons given in the guide are sample lessons that could be used as it is if the village situation is similar to what is described in the lesson or else it must be changed or adapted to each animators situation in the village. Animators should be encouraged to use the lessons creatively.

  You can decide the time to introduce the animators' guide, the literacy primer and workbook, the numeracy primers and the animators edition of numeracy primers.

  Whenever there is an exercise requiring distribution of copies of any paper to the trainees, then you have to arrange for the required number of copies before hand. A copy of the paper is with this Manual.

Below are some important points for you to do or think about before the first training activity begins:

- It is important that you carefully read through in advance the activities you plan to use; a few require materials or special planning.
- The physical arrangements of the room influence the training. Since these activities emphasise discussion and sharing of ideas arrange to have the group, including trainers, sit in a circle.
- Use open-ended questions as much as possible instead of ones that require a Yes or No answer. Open questions lead to better discussions.
- Give the group time to develop confidence in discussing ideas openly. This is a new learning technique for many animators. When you ask a question, wait until someone answers. Silence is all right. It does not mean people have nothing to say. It generally means participants are thinking and you should give them a chance to respond. If discussions remain slow, divide the group up into smaller groups to discuss together a set of questions to repeat back to the total group.
- Help participants discover new information. Don't do all the talking. Go slow; don't rush. A group given enough time, can generally find solutions to a problem without the trainer giving the answers. It is the best way to learn. Check yourself often.
- Take a break when the group is tired or loses interest. Learning is difficult or non existent for the sleepy or disinterested.
- Don't expect participants to sit still for long periods of time. Create the opportunities to move around, stretch, get the blood circulating. Intersperse group singing and simple games as well. These relax and renew participants and increase the chance that they will learn more from the next activity.
- Display the same kind of attitude as is expected of the animator.
- Remember, these training materials are guidelines to be followed. Change, adapt, create your own activities based on them.

Good Luck! Good Training !

Presenting The Training Model

Stage 1

Understanding Oneself And Others In A Group

The animator trainees are taken through a process of looking at themselves and the others in the group while being conscious of their own individual identities.

The process is designed to help the animator trainees to gain confidence in themselves and to assist each of them to relate to the others - leading to their beginning to function as a group.

MORNING

DAY 1

NOTES FOR THE TRAINERS

- The animator trainees may not know one another
- All/some of them may come from the same community, i.e. they may know something about one another
- Some
  may be shy and reserved
  may not feel free to express themselves
  may not find it easy to relate to others

1. ENTERING INTO AN INFORMAL ATMOSPHERE

15 Mts

Objective

To enter into a learning environment

EXERCISE

The trainer displays pictures, posters of scenes from a village, charts on statistics (literacy) etc, to add colour and to enliven the room. The trainer moves about talking to the trainees informally.

2. Introducing Oneself

15 Mts

Objectives

- To feel at ease
- To realise the importance of one's own self

Exercise

Sitting in a circle and sharing their names

Note

- The trainer should sit in the circle and introduce him/herself as well.
- The trainer should participate in as many activities as possible throughout the training.

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3. Getting To Know Each Other

30 Mts

Objectives

To find out as much as possible about the other person.

Exercise

The trainer asks the trainees to choose partners and to form pairs. Each pair is asked to find out each other's names, the names by which they are known at home, names by which they would like to be known during the training programme, and anything else.

Objective
To introduce your partner to the group.

EXERCISE
The trainees return to the circle and introduce their partners to the whole group.

- Did you like this activity? Why?
- Did you like to introduce yourself to the group? Why?
- Did you have difficulty in introducing your partner? Why?
- Did you like introducing yourself to your partner? Why?
- Was the time enough?

NOTE
- Be quick and casual when asking questions.
- Give time for the trainees to respond.

---

4. ANXIETY SHARING

1 hr

Objectives
- To express his/her own feelings in the group
- To learn to accept him/herself
- To understand the role of feelings in one's own thought, action and behaviour
- To develop the ability of listening by putting oneself in the other's situation

EXERCISE

Trainees are asked to sit in small groups of three and each is asked to share two anxieties they may have at the moment with the others. Enough time is given to the trainees for this purpose. They come back in a large group and are asked to share the nature of their anxieties. The trainer lists the anxieties on the board.

Ask for comments in general on the list of anxieties listed on the board. The other questions would be :

- Was it useful to share your anxiety?
- Was it easy to share what you felt?
- How did you feel about listening to other's anxieties?
- What do you think about the other members' response to your sharing of anxiety?

NOTE

The trainer should join in this activity and share his/her anxiety also. The trainer must realise that dealing with people's feelings calls for sensitivity and respect. If stronger feelings are expressed by the trainees, more time and attention must be given. On occasions, it may become necessary to spend time with the trainees outside the session.

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5. EXPECTATIONS SHARING

30 Mts

Objectives

- To gain clarity in the expectations from the training programme
- To make a commitment to share responsibilities for their learning

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EXERCISE

The trainer writes on the board: 'One thing I would like to learn in the next 12 days is ....' The trainer then suggests that each trainee completes the sentence. When all the trainees finish writing on the board, the trainer initiates discussion on some of the following:

- Most common expectations
- Whether it would be possible to fulfill these expectations within the duration of the training programme.

NOTE

It is very likely that the trainees would be puzzled and confused in being asked for their expectations. Also, their expectations may still be very limited and unrealistic, such as 'literacy teaching'. The trainer would therefore need to encourage them to think a little more by asking "Is this all?" "Is there anything more?" Expectation sharing need not be a one-time exercise, but can be done periodically.

---

2. DAILY REPORTING

20 Mts

EXERCISE

At the end of the morning, the trainer introduces 'Daily Reporting' and asks for volunteers for reporting on the first day. The trainer suggests that:

- there should be daily reporting;
- the reporting could be done by trainees taking turns;
- all members in the group will be encouraged to add to the report; and that
- the daily report written in a notebook/on newsprint etc will be presented every morning, and is to be preserved as a record of this particular training session.

DAY 1

AFTERNOON

7. KEEPING UP THE INTEREST

30 Mts

GAME

The players move about freely. The trainer calls out a number, for eg. 'three' or 'seven'. The players must immediately join together in groups corresponding to the number eg. three or seven. Players unable to form a group of the correct size are out of the game. The game continues until only two players remain.

GAME

Trainees sit in a circle. Have one trainee start with his/her name. The next person repeats the first trainee's name and adds his/her own name. Go on until the last person repeats all the names.

3. Forming And Working In A Group

Objectives

- To develop a sense of belonging in a group
- To realise the advantages of working in a group

EXERCISE

Trainees are jumbled to form groups of four and asked to go around a specified area together to observe whatever they see so that on return they can present what they have seen through pictures, drawings, etc.

On return, they are provided with newsprint, crayons, chalk sticks and asked to depict what they have seen as a group.

After completion of work, trainees move around and examine the effort of all the groups.

- Do you have any comments in general about the exercise?
- What do you have to say about your group's work?
- Did you enjoy doing the exercise?
- Do you feel other members of the group also enjoyed it? If not, why?
- Which group's work do you like? Why?
- How did you feel about working in your group?

NOTE

Start by asking questions of the above nature. Some could be addressed to individuals, others to the group in general.

Materials needed

Newsprint, crayons, chalk sticks

9. Perceiving The Job of The Animator

15 Mts

Objective

To articulate their perception of their job.

Exercise

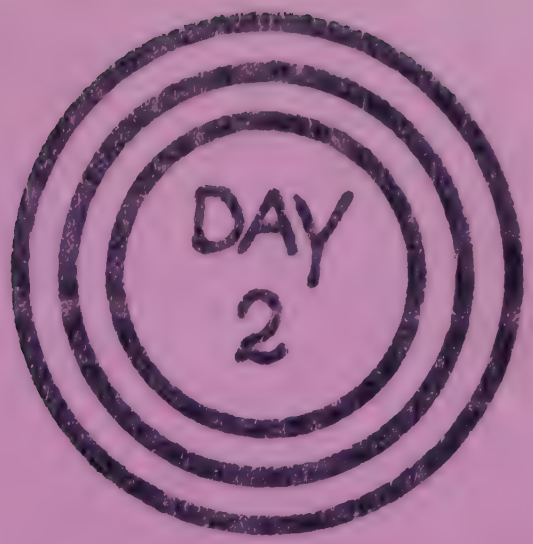
The trainer gives the following overnight assignment to the trainees at the end of the day.

'Write a letter to your friend describing what your job involves as a trainee in the NFE Centre.'

One of the trainees takes the responsibility to collect all the letters the next morning and hand them over to the trainer.

Note

This is the first stage of self-evaluation by trainees. These letters are to be retained by the trainer for use later.



MORNING

1. PREVIOUS DAY'S REPORT

30 Mts

Focus : Observation and Expression

Objectives

- To review the previous day's events
- To develop skills of observation and expression
- To improve writing skills
- To learn to give feed-back

EXERCISE

The reporter of the previous day's Daily Report is asked to share his/her report with the group. The others are encouraged to comment on the report.

The trainer asks for a volunteer for the next day's report. This should be done every morning.

NOTE

Reporting can be used to serve two purposes. It can be used :

- to review the previous day's activities in relation to expectations;
- to provide feed-back to the reporter and trainer.

Reporting can meet each of the above objectives, the focus of this exercise would be on observation and expressions.

- What were the important events reported?
- Why were they important?
- What events were given less importance? Why?

2. UNDERSTANDING ONESELF AND OTHERS

Objectives

- To look at oneself and others
- To recognise one's own values

EXERCISES

1. Trainees sit in small groups of four. They take turns to describe briefly an incident in their life which gave them great satisfaction. After everyone completes this, trainees are asked to reflect on what makes their lives happy and meaningful. The trainer lists these on the board and asks:

   "Do the same things make all of us happy?"

2. Trainees are then divided into three groups and each group is assigned a role play with different themes. Suggested themes are:

   - A fisherwoman getting into the last bus going to her village suddenly notices she has lost all her money. The conductor approaches her. There are other passengers in the bus.
   - A scene in the family.
   - A fisherwoman and customer.

   - Which character did you like most? Why?
   - Would you have played any character differently? Why?
   - Have you come across such people in real life?
   - What makes people behave differently?

   NOTE

   - Encourage trainees to comment on each role play in terms of characters, situations, performance, etc. This can take place after each role play. Then, more general questions can be asked.
   - Discussions should be restricted to what happened during the f role plays.

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DAY 2

AFTERNOON

KEEPING UP THE INTEREST

10 Mts

Objective

To help trainees relax.

GAME

Imaginary Ball

Players stand in a circle, at arm's length, facing inwards. The trainer explains that he/she has an invisible ball which players are going to throw to each other around the circle. The trainer then starts the game by 'throwing' the ball to one of the players. If the player to whom he/she throws it has understood the game, he/she will then 'catch' the ball and 'throw' it to someone else in the group, and so on. The game is played in silence, and is a simple exercise in non-verbal communication.

---

4. Understanding Oneself In Communication

Objective

To understand one's ability to communicate effectively:

- to express clearly
- to listen with attention.

Exercise

Relaying a message - trainees sit in groups of three. One person communicates a simple message which the listener repeats. The third person who is the observer comments on the process. They change roles until each one becomes a communicator, listener and observer.

Objective

To have an understanding of the person spoken to.

Exercise

Half the players leave the room. Those remaining make up a message of 100-200 words. The message should contain some detail and some specific instructions. Then the first of those outside is brought in and told to listen to the message so that he/she will be able to repeat it. The message is read out to him/her. Then the second player is brought in, and the first repeats the message to him/her. And so on.

After the last of the outside players has repeated the message as he/she heard it, his/her version is compared with the original.

The experience is then discussed.

- Any comments on the final message? (The trainer writes the final message on the board.)
- Was it easy to communicate a message or to listen?
- What were the difficulties in communicating? In listening?

NOTE

The trainees could be left to reflect on their own ability to communicate a message to others and to listen to others.

5. Understanding Values And Their Role In Behaviour

1

1 hr 30 Mts

Objective

- To look at one's own and others values
- To understand the roles of values in behaviour

Exercise

The story of Muniyamma

The trainer starts by asking the trainees to sit in small groups of five or six. He/she then tells them the following story, saying that afterwards they will discuss it.

This is the story of Muniyamma, who is 19 years of age and very poor. She was engaged to be married to a young man named Velu, a cousin she had known all through her childhood. Muniyamma's family was so poor that she had to work in the house of the moneylender named Periasami from morning to evening.

One day, Muniyamma heard that Velu, who lived in another village, was very ill and might even die. She became very anxious. She loved him very much and wanted to go and be with him as he was sick.

The bus fare to Velu's village was Rs.5 and Muniyamma knew none of her family members could afford to give it to her. She went to Periasami and asked him to give her Rs.10 which she would return later. He refused. She then pleaded with him to give her money as Velu was so ill and might even die. Periasami said he would give her the money if she came again at night.

Muniyamma was very upset about this. She went back wondering what to do. On the way she met her friend Chellam and told her what Periasami had said. "That's nothing to do with me", Chellam replied. "It's your problem", she said as she walked away, leaving Muniyamma feeling very unhappy.

Muniyamma did not know what to do, whom to talk to. She hated the idea of going to Periasami at night, but she loved Velu so much and thought she might never see him again. She had to go and see Velu somehow. So finally, she went to Periasami's place at night, hoping and praying that her fears would be proved untrue. She got the money she wanted, but not before she had paid the price for it. The next day she took the bus to Velu's village and rushed to his house.

At Velu's house, Muniyamma nurshed him and looked after him. Soon, Velu felt much better. After some time, Velu asked Muniyamma how she had come and from where she had got the money. Then she told him what had happened. Velu was furious. He shouted at her for allowing herself to be used by Periasami, and abused her. He told her he would never marry her now and that she should get out of his house for ever.

Muniyamma went sadly back to her village. On reaching home she found her younger brother, Arumugam, alone at home. She broke down and told him everything that had happened. Arumugam got very angry and said Velu was a fool and deserved to be beaten up.

Having told the story, the trainer asks the trainees in each group to answer the following questions:

- Which of these five characters - Muniyama, Velu, Periasami, Chellam, Arumugam - do you think was the worst? Why?
- How would you rank the five characters, from the worst to the best (or least bad)?
- What are the reasons for your ranking?

The trainees from each group then discuss these questions and one member puts up the characteristic that is identified as the worst by the group. The trainer then asks the following questions:

- Do you think your own values have affected your judgement?
- Do you find it very difficult to accept a person whose values are very different?

NOTE

The trainees could be left to reflect on how their values affect their own behaviour.

Stage 1

Evaluation Indicators

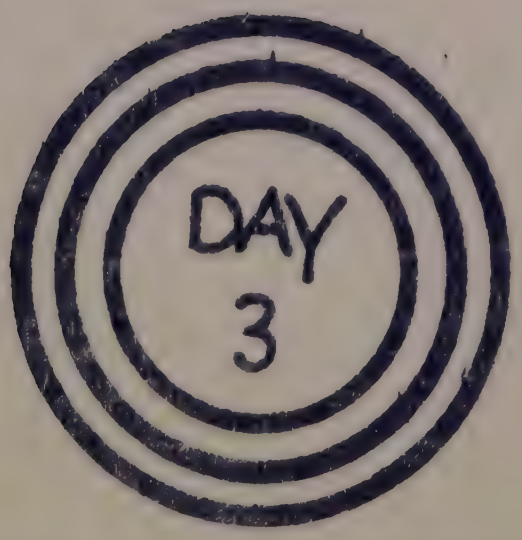
As a result of the experiences undergone in the first two days of the training programme the trainees may show the following behaviours:

1. Feel more comfortable
2. Be more attentive
3. Be more ready to express themselves
4. Show increased enthusiasm in sharing responsibilities
5. Enjoy working in a group

Stage 2

Understanding The Community

This stage enables trainees to become aware of their communities and their own attitudes towards these communities and to take a fresh look at society.



MORNING

1. PREVIOUS DAY'S REPORT

30 Mts

Focus : Writing Skills

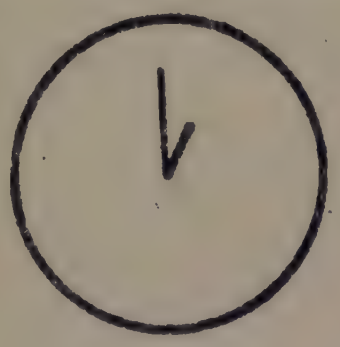
EXERCISE

The daily report is written on newsprint or newspaper and pasted on the wall or board. The trainees are asked to read the report, keeping the following criteria in mind -

- length of report
- sentence construction
- language
- clarity
- organisation of the report

The trainer asks for general commehts, if any.

2. PERCEIVING ONE'S OWN VILLAGE COMMUNITY



1 hR

Objective

To look at one's own village community.

EXERCISE

The trainer asks five participants from different areas to describe their village community. The trainer invites others to compare their own communities with the description give.. The trainer conducts a discussion on both the positive and negative characteristics brought about during the discussion.

- What have you emphasised in your description? Why?
- Do you think that the descriptions about the village communities are complete?

---

3. UNDERSTANDING THE VILLAGE COMMUNITY WITH ITS PROBLEMS

1 hr 30 Mts

Objectives

- To develop a deeper understanding of the community including its problems
- To examine their own attitude towards the community and the problem

EXERCISE

- The trainer writes a list of 20 adjectives on the board. They are :

strong
interfering
poor
hardworking
rational
ignorant
hospitable
lazy
helpful
dull
intelligent
suspicious
cooperative
gossipy
imaginative
selfish
stupid
quarrelsome
talented
religious

- Are these familiar scenes in your village?
- What strengths do they highlight?
- What problems do they highlight?
- What is your opinion about each of these strengths and problems?
- What are the reasons behind these problems?
- What do you see are possible solutions to these problems?

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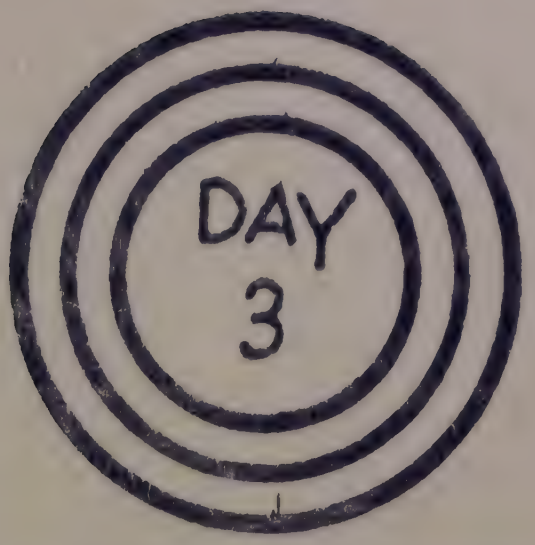
The trainer then suggests that each trainee choose five of these words to describe a villager.

He also suggests that each trainee choose, five words from the same list to describe him/herself.

The trainer then asks the trainees to read out both sets of words and invites general comments.

- The trainees are asked to role play scenes around:
  - a toddy shop
  - auctioning place
  - temple



AFTERNOON

4. KEEPING UP THE INTEREST

10 Mts

GAME

Freezing

One, two, or three players are 'freezers'. The remainder are 'freezable', but are also 'de-freezers'. When a freezer touches a freezable player, the latter remains frozen (i.e. still) until a de-freezer touches him. The game continues until all are frozen.

5. UNDERSTANDING THE INTER-RELATEDNESS OF COMMUNITY PROBLEMS

1hR 30 Mts

Objective

To develop an understanding of the interrelatedness of the problems of the village community.

EXERCISE

The trainer asks trainees to form groups of five or six and each group is asked to depict different problems and their relationships in any way they like (eg. model, collage, drawing, etc.) Each group makes a display of its work. All the groups go around to see one another's work. After they have gone around, each group sits near its own work. The trainer then initiates discussion.

- How did you like this activity?
- How did your group go about depicting the way you have done?
- What are the ideas that the groups have tried to present?
- Was there cooperation in your group?
- Did any one member take more responsibility than the others?
- What were similarities in the presentations? What were the dissimilarities?

Materials needed

Newsprint or newspaper, crayons

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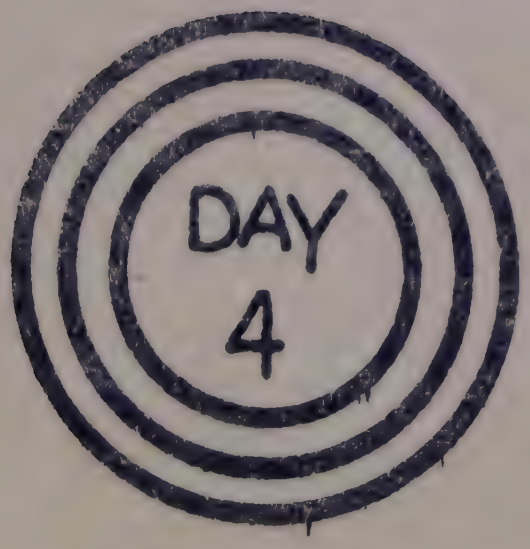
6. EXPRESSING THE LEARNINGS OF THE DAY

30 Mts

Focus : The Trainer

LEARNINGS OF THE DAY

Trainees sit in a circle. One of the trainees takes the responsibility of eliciting from the others the learnings of the day. He/she asks each one to state 'one thing I liked about the day' and 'one thing I did not like about the day'.



MORNING

PREVIOUS DAY'S REPORT

30 Mts

Focus : Feed-back

EXERCISE

Daily report presentation. Focus on feed-back. Trainer asks everyone for one positive and one negative comment on the quality of reporting. He/she lists what they have said on the board. The trainer asks the trainees whether such individual comments can help the reporter. The trainer then asks the reporter whether the comments can be of use to him/her in future report writing.

LOOKING AT ONE'S IDEA OF HEALTH

15 Mts

Objective

To look at one's idea of health

EXERCISE

The trainer asks the trainees what they think about their own health and to comment on it. The trainer allows time for each of the trainees to respond.

- Who is a healthy person?
- What makes him/her healthy?
- Why are some of us less healthy than others? What have you done about it? Is there anything else that you could have done?

---

3. Looking At The Condition Of Health In The Village Community

1 hr 30 Mts

Objective

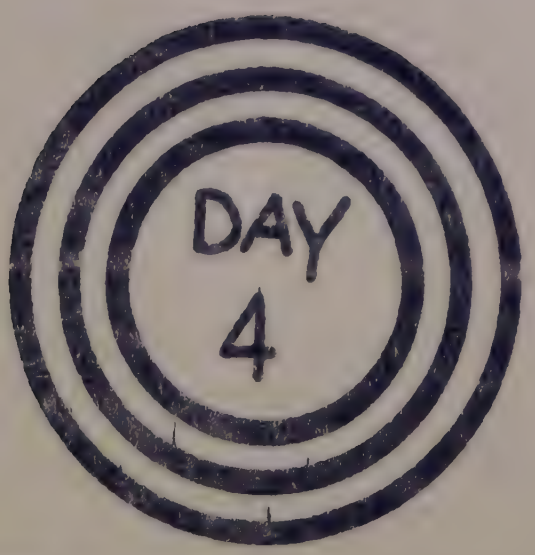
To get an impression of the condition of health of the village community.

EXERCISE

The trainer asks the trainees to spend half an hour going around the village, looking at the people and the surroundings in order to get an impression of the health condition of the village community.

On return, the trainees share their impressions.

- What is the general impression about the health conditions of the community?
- What are the reasons for this impression?
- Why are some healthy and some unhealthy?
- What are the causes for some people being unhealthy? Could something have been done about it? Who could have done it?



AFTERNOON

4. KEEPING UP THE INTEREST

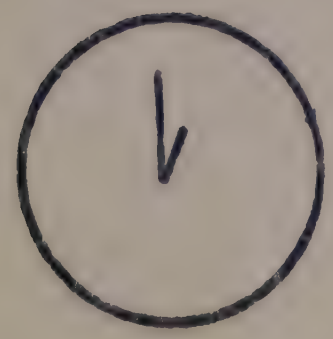
15 Mts

GAME

Who is missing? The players stand in a circle facing outwards, at arm's length from each other, with their eye's closed. The trainers move some of the players (who must keep their eyes closed) from one part of the circle to another, until no one knows who is standing next to him/her anymore. Then one player is moved into the centre of the circle, told to crouch down, and completely covered with a cloth so that he cannot be seen.

The trainer then gives a prearranged signal to the other players to turn around and look to see who is missing. The trainer may time the interval between the players turning and the correct naming of the missing player.

5. Understanding The Magnitude Of Health Problems



1 hr

Objective

To understand the magnitude of the health problem in the State and the country.

- The trainees discuss the questions given in the paper.

EXERCISE

The trainer circulates the paper on 'Magnitude of Health Problems' among the trainees. Trainees take turns in reading the paper aloud, paragraph by paragraph. The trainees discuss as they go along and complete the paper.

Materials

Statistics to be provided

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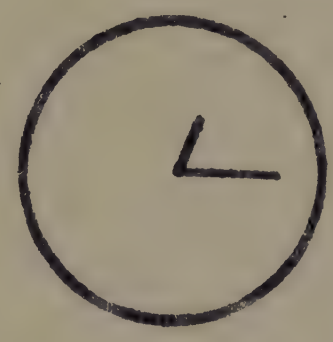
6. Identifying & Understanding Common Local Problems And Their Preventive Measures



1 hr 15 Mts

Objective

To develop skills in identifying the symptoms of some commonly prevalent health problems and their preventive measures

EXERCISE

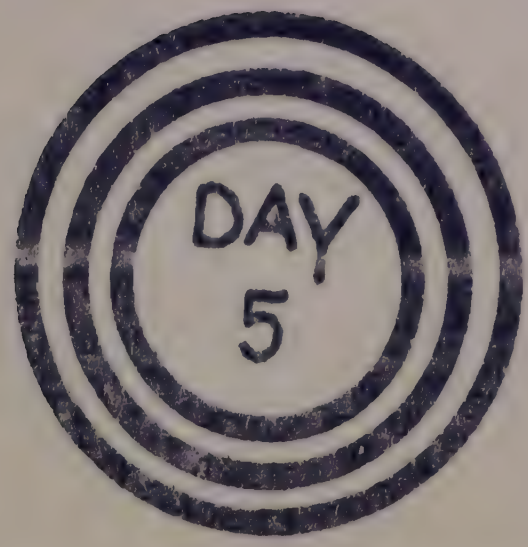
The trainer divides the trainees into groups and each group is asked to take up one health problem listed/shown. Each group is then provided with the materials (written and visual) and asked to read and to discuss the problem in the group. A report is then presented to the larger groups and a resource person (either nutritionist or health worker) helps to clarify doubts, misunderstandings, and to provide more information, if needed.

Materials

Pictures, posters, cyclostyled materials from David Werner's book:

- diarrhoea
- anaemia
- vitamin A
- vitamin B
- scabies

- Each one to list one thing new he/she learnt that day on the board
- What did they feel about the day?



MORNING

1. PREVIOUS DAY'S REPORT

30 Mts

Focus : Team Reporting

EXERCISE

Report by the team, with each one reporting on different aspects of the previous day's programme. Comments on the report by the trainees.

The trainer asks the trainees to choose a different way of reporting for the next day.

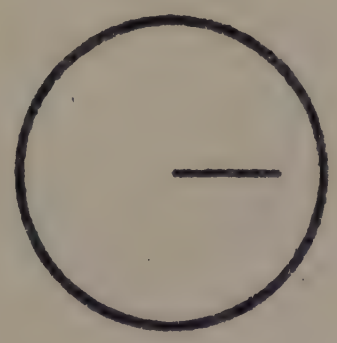
Questions to the reporting team:

- How did you find preparing and presenting the exercise in a team?
- What is it that you liked about it?
  Give reasons.
  What is it that you did not like? Give reasons.

Questions to the trainees:

- How do you compare team reporting to the individual reporting?
- Can you think of other ways of presenting the daily report?

2. LEARNING ABOUT VARIOUS SOURCES OF INFORMATION



15 Mts

Objective

To know various sources of information

EXERCISE

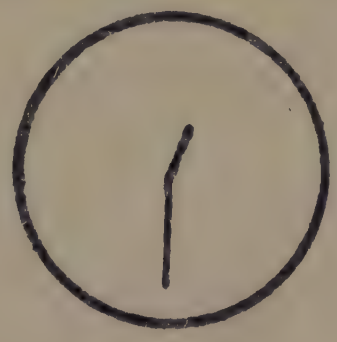
The trainer or a resource person lists and explains the possible source of information. He/she starts with the sources already used:

- Community survey on health problems and basic facilities
- Visit to the Primary Health Centre, information collected about the types of illnesses that are commonly treated, especially the deficiency diseases, their symptoms
- demonstration of cases of nutritional deficiencies
- Mass media - the radio and TV programmes for the dates and time on which programmes relating to health are broadcast or televised - listening to programmes and taking down short notes
- Newspapers - important news items related to health, articles on health
- Resourceful persons in the village - beliefs and practices related to deficiency diseases prevalent

The trainer, as he/she lists, could show the sources, one by one, with some examples of the relevant information, eg. newspaper, Vanoli.

- Were the sources of information presented easily accessible sources?
- Can you think of any other sources which could really give some useful information?

COLLECTING AND ORGANIZING INFORMATION



1hR 30 Mts

Objective

To develop skills collecting relevant information from varied sources and organizing the collected information.

EXERCISE

The trainer asks the trainees to form small groups and each group is provided with materials, such as old notebook/brown paper, old newspapers, pens, etc. Each group is asked to prepare a scrapbook.

Each group is then asked to take up one problem area, go through the newspapers and cut out the relevant news items and articles on the selected problem area. After collecting the information, each group is asked to go through it and classify it further, eg. in the area of health, the information could be on water sources, water purification, environmental sanitation, deficiency diseases, immunization, etc. The scrap book could be divided into parts and each part could have news items on one aspect. A scrap book for each problem area would be very valuable.

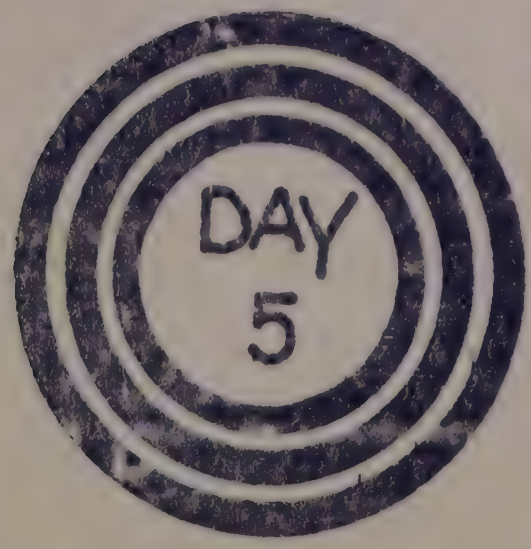
The trainer could then ask the trainees to look at Vanoli. Dates and timings of relevant programmes could be noted down. If possible, one of the relevant broadcasts could be heard by the trainees and notes on information thus acquired could be written down in a notebook.

Further, the trainer could ask the trainees to list some of the resourceful persons in the village from whom information could be collected.

The trainer could introduce supplementary readers and background materials. Each team would be asked to display the organised materials. Trainees would go round and look at these materials.

Materials

Old note books, brown paper sheets, a needle and thread for stitching, and maida gum for pasting.



AFTERNOON

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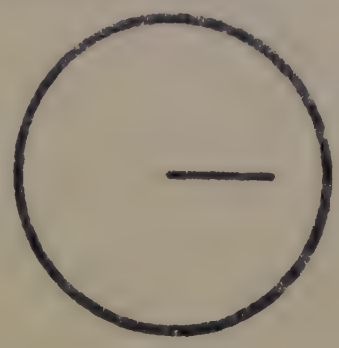
4. KEEPING UP THE INTEREST



15 Mts

GAME

Touch Blue

The trainer calls out a word, eg. 'blue', 'floor', 'wood', 'grass' 'yellow', - and the players must all rush to touch whatever has been named. As soon as most people have touched it, the trainer calls the next word.

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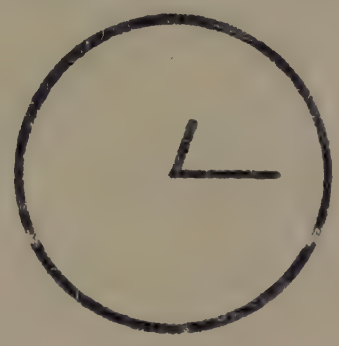
5. DISCUSSING IN A GROUP



1hR 15Mts

(Practising group discussion)

Objectives

- To learn to use the information gathered (application of knowledge)
- To practice conducting group discussion

EXERCISES

- The trainer suggests that the trainees divide themselves into three groups

NOTE

The trainer points out to the trainees that during the past four days of experience they have acquired **new** knowledge, skills and attitudes. They

- One person from each group takes the role of animator at the NFE centre, while other members take the roles of adult learners.
- The animator conducts a group discussion using the knowledge he/she has gained during day 4 and the morning of day 5.
- One of the trainees in each group should be an observer.
- The time for discussion is limited to 30 minutes.

The trainees form into three groups and conduct the discussion for half an hour.

must now use all these during the group discussion.

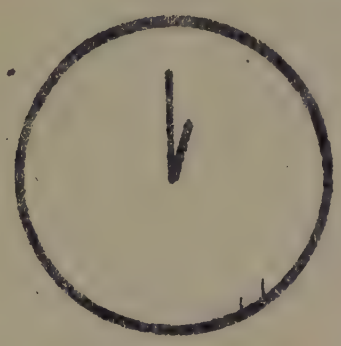
Questions to animators who conducted the group discussion:

- What were your feelings when you were conducting the group discussion?
- Did you feel you used the information adequately?
- Were the learners attentive?
- Do you think they learned what you wanted them to?

Questions to the individual groups :

- What did you like about the discussion conducted by the animator?
- What did you learn from the discussion?
- Do you feel that your group was attentive?

Reflecting & Expressing The Learnings of The Day



Focus : Indicators of Learning

Objectives

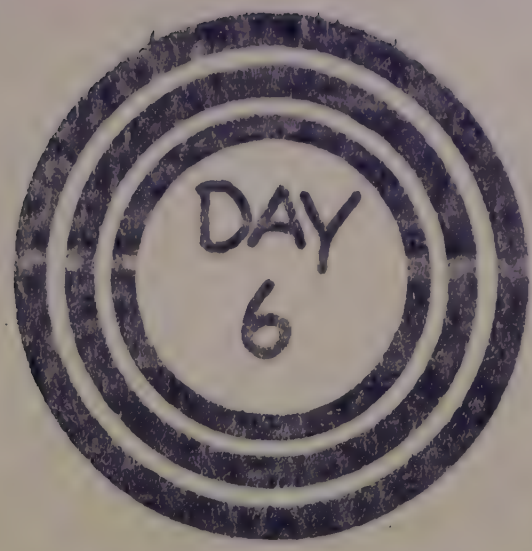
- To identify learnings of the day
- To understand the importance of how learning has taken place

EXERCISE

The trainees sit in a circle. The trainer asks them to reflect on the day and list what they have learned on the board.

- How do you know that you have learned?
- Is it only you know within yourself that you have learned?
- Can others see that you have learned?

MORNING



Previous Day's Report

30 Mts

Focus : Different Ways of Reporting

EXERCISE

The trainees on Day 5 discussed different ways of reporting. The trainer now asks them to present the report in the way they had decided on.

- How did you find today's reporting?
- How was it different?

Understanding Poverty

1 hr

Objective

To understand the extent, the symptoms and causes of poverty in Tamil Nadu and in India

EXERCISE

A paper on the topic with a set of questions, is distributed to all the trainees. They are divided into three groups and asked to read and discuss the questions that are raised.

The trainees return to the large group. Trainer encourages them to share their thoughts with the other members of the group.

- What are your feelings when you look at the poverty situation?
- Do you think something can be done?
- If yes, what?

Stage 2

Evaluation Indicators

As a result of the experiences undergone from the 3rd day to the 6th day morning the trainees may show the following behaviours. Some:

.. may be more inclined to question

.. may be more curious

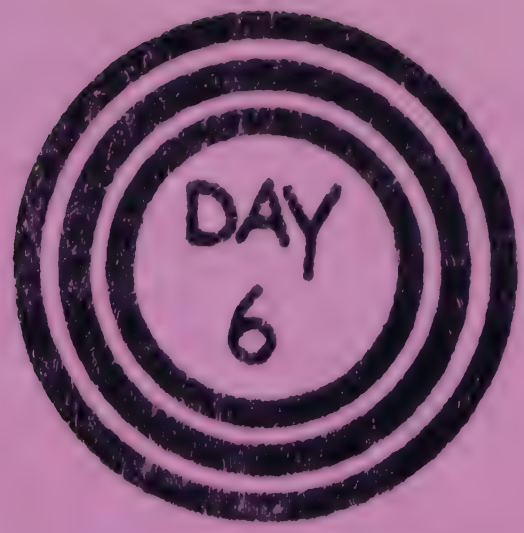
.. ready to react when they sense that things are not alright

.. appear more confident about the role they have to play

Stage 3

Understanding The Present Education System And its Relevance

By looking at their own school experience, this stage enables the trainees to look at their own ideas of education and to think about an educational programme of adult education that is relevant.



AFTERNOON

KEEPING UP THE INTEREST

15 Mts

GAME

The trainer asks the trainees to think for themselves about any game and play the game for 15 minutes.

The trainer joins the trainees in playing the game

2. FOCUSING ATTENTION ON EDUCATION

15 Mts

Objective

To focus their attention on education

EXERCISE

The trainer calls the word 'education' and asks trainees to speak out one word that comes to their mind quickly. The trainer lists the words on the black board.

Understanding One's Idea of Education

Objective

To analyse one's school experience and to understand its relevance.

Exercise

The trainer gives the following set of questions to all trainees. He divides them into small groups of five to six. The trainer suggests that each group elects its own moderator. The trainees spend some time jotting down points on questions raised before beginning the discussion.

- What kind of school(s) did you attend?
- What was the average number of students in each class?
- a. What subject did you like most? Why?
  b. Which teacher did you like most? Why?
- What were the kind of punishments given? What did you think of them?
- Do you think that the schooling has affected what you are to-day? How?
- If you were to attend school again, would you choose the same kind of school? If different, describe.
- What have you gained from this session?
- Do you feel that you have some clarity about education?

Note

The trainer suggests that the trainees continue to reflect on the relevance of education.

Understanding The Present System Of Education

Exercise

The trainer circulates a paper on the 'Status of Education in the State of Tamil Nadu and in the country'. The trainees sit in small groups, read either in turns or individually by themselves. The trainees discuss the paper with the questions given at the end of the paper.

Visualising An Educational Programme For The NFE Centre For Adults

Objective

To visualise a type of educational programme the trainees would like to have at the NFE Centres.

Exercise

The trainer asks the trainees to divide themselves into groups of five. He suggests that they make a poster or collage or chart depicting the type of educational programme which they would have at their centres.

The trainees are allowed an hour to prepare the poster or collage or chart. The trainer then asks the groups to display their work and suggests that the trainees have a good look at all the depictions for about 15 minutes.

- How did you like working on your idea of the type of educational programme?
- What are the ideas conveyed in your poster/collage/chart
- Are the ideas presented by different groups similar or different?
- Do you think the programmes presented could be put into practice in your Adult Education Centre?

Stage 3

Evaluation Indicators

As a result of the experiences undergone on the 6th day afternoon, the trainees :

.. may continue to express their feelings about the relevance or irrelevance of the education they went through

.. may question more about competitions, punishments, teacher student relationship etc, in the system

Stage 4

Practicing The Role Of The Animator

The trainee now is in a stage to look into his/her requirements of skills needed in playing the responsible role of an animator. At this moment, he/she is given opportunities to gain some essential skills, through the process they are going through, to carry to learners.

MORNING

DAY 7

1. Previous Day's Report

15 Mts

Exercise

A team of trainees report on the previous day's programme, in a novel way.

To the reporting team and the group:

- How did you find today's reporting?
- Do you think we should continue this form of reporting?

2. Understanding The Features Of A Good Group Discussion

1 hr

Objectives

- To understand what makes a discussion good
- To introduce a new technique

Note

Brainstorming

Brainstorming is a technique used for bringing out as many ideas as possible in a short a time.

EXERCISE

The trainer invites ideas on a good discussion from participants in quick succession. The ideas are listed on the board by one of the trainees. The trainer suggests that they reflect on what is written on the board.

Following this, the trainer presents a set of ideas on good discussion.

- What do you think are the most essential among those listed?
- Is good discussion possible without any of them?

NOTE

These questions may only be asked when the list is adequately long.

- The purpose of discussion should be clear and acceptable to most of the trainees
- Discussion topic must be relevant and acceptable to the majority
- There should be an encouraging atmosphere - where everyone participates
- Participants speak clearly when they speak
- Everyone listens when others speak

---

8. WRITING AN APPLICATION FOR THE POST OF ANIMATOR

30 Mts

EXERCISE

The trainer reads out an advertisement asking for applications from suitable candidates for the post of Animators at "PE centres all over Tamil Nadu. The trainer then suggests that the trainees write an application explaining what makes them suitable candidates in the light of what they have learned for six days.

At the end, one of the trainees collects all the applications and gives them to the trainer.

NOTE

A letter was written by the trainees on the first day of the programme. This was called the first stage of self-evaluation. The letter of application is the second stage of self-evaluation. A comparison between the two will show the progress made by each trainee. In any case, these two letters should be preserved for use at the end of the programme.

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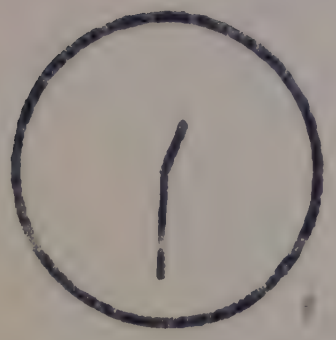
4. Conducting A Discussion On Status Of Women



1 hr 30 Mts

Objectives

- To develop skills in discussion
- To understand the status of women

Exercise

The trainer suggests -

- That the trainees study the Animator's Guide - Lesson on Fairness, individually for 15 minutes.
- That the trainees seat themselves in two circles, the inner and outer circle. While members of the inner circle discuss the topic they read, the members of the outer circle become the observers. The trainer tells the members of the outer circle things to observe, such as:
  - the participation
  - behaviour of the members
  - the achievement of the purpose of discussion
  - atmosphere in the group

To the observers -

- What did you observe with reference to the list given to you?

To the group involved in discussion -

- Were you satisfied with the discussion?
- What do you think about the observer's comments?

AFTERNOON

5. KEEPING UP THE INTEREST

30 Mts

GAME

Statues

Players form pairs. One partner is the clay. The other is the sculptor. The clay stands entirely relaxed, while the sculptor arranges him in a certain posture. Neither may speak during the game. They then exchange roles. Sculptors may be left to choose the postures or the trainer may specify what is to be depicted, eg. fear, anger, joy.

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6. ROLE PLAYING THE PROBLEM OF DOWRY

1hR 30 Mts

Objective

To analyse the problem of dowry and one's own attitude towards the same

EXERCISE

The trainer suggests that the trainees form into three groups and enact the problem of dowry through role play.

The trainees prepare and enact the role plays.

Each group is to have an observer from among the members.

General comments from observers are asked for:

- Is there a custom of dowry in your village?
- Do you think it is a problem?
- What are some of the problems you have heard of regarding dowry?
- What is affected by dowry?
- What steps do you think could be taken?

GETTING INTRODUCED TO THE ANIMATOR'S GUIDE

1hR

Objective

To look at the content of the Animator's Guide, its functions; its use in the NFE centre

EXERCISE

The trainer starts the session by explaining to the trainees that they will spend the day looking at the Animator's Guide. The group has already used two lessons from this when it discussed fairness and dowry.

The trainer asks the trainees to divide themselves into small groups of five. Each group is to spend 30 minutes to go through the Animator's Guide in general. The trainer asks them to pay attention to various lessons/topics and areas given in the guide and exchange ideas about it.

- How similar are the problems listed in the Animator's Guide to the problems you had come accross earlier during the training?
- What do you see as the functions of Animator's Guide in NFE programme?
- Do you think the Animator's Guide would help/hinder learning?
- Do you think that the discussions on these topics at the centre is also part of the curriculum?

Reflecting & Expressing The Learnings Of The Day

30 Mts

Exercise

Trainees sit in a circle and one of the trainees takes the responsibility for the session. He asks the members to state the most impressive learning of the day and also the evidence that showed them that they had learned it.

MORNING

DAY 8

1. Previous Day's Report

30 Mts

Exercise

The reporting of the previous day's programme using the method which has been decided earlier by the group.

- Do you like the method selected for reporting to-day?
- Which method would you like to use for reporting to-morrow?

2. Understanding The Basic Assumptions Of The Curriculum And Its Approach

2 hrs 30 Mts

Objectives

- To begin to look into the basic assumptions of the Animator's Guide
- To begin to be able to see the basic approach used in the presentation of ideas/ problems in various lessons

EXERCISE

The trainer asks trainees to select and divide the various areas in the Animator's Guide among small groups. Each group will study in detail, each lesson in the areas chosen by them. The groups then divide up the task among the members. They share the result of the task with the other members of the group.

The trainer asks the trainees to keep the following questions in mind while going through the lessons:

- How true to life is the situation depicted in the lesson?
- Do you feel that you like and can use these lessons in NFE Centres?
- Any comments you have about the lessons in general?
- How far do you think you can encourage the learners to think about their problems by using this guide?
- Do you think the learners could take more responsibility for their learning if the lessons are followed the way they are presented?
- Can you identify some of the new ideas presented in the guide?
- Can you identify some of the problems of the fisherfolk?
- Do you think the people have the potential to solve the problems?

The trainees assemble in large group. The trainer asks for general comments, if any. In conclusion, the trainer makes the following points:

- Ideas in the lessons in the Animator's guide are based on the learner's ability and knowledge

- Every learner is given a chance and encouraged to express his opinion. Also the learners are encouraged to share responsibility for learning and for creating a favourable atmosphere

- The discussions and the questions suggested in the lesson encourage learners to think towards finding possible solutions

- The lessons are designed to encourage group work and unity among the learners.

DAY 8

AFTERNOON

KEEPING UP THE INTEREST

15 Mts

GAME

The trainer asks the trainees to select and play a game that is popular among the villagers.

PRACTISING ADAPTATION AND USE OF LESSONS IN THE ANIMATOR'S GUIDE

2hRs 30Mts

Objectives

- To select a lesson most applicable to the learner's situation
- To adapt the lesson (if necessary) to suit the learner and his situation
- To practise using the lessons
- To gain more skill in discussion

EXERCISE

The trainer asks each trainee to select one lesson. The trainer suggests that the trainees make sure that the lessons are chosen from all different areas. The trainees are asked to adapt the idea and the presentation (if necessary). This is done to better suit the learner and trainee's own ability.

When all animators are ready, the trainer asks them to meet in a large group and list all topics/lessons which have been chosen.

The trainees then divide into three groups making sure that the lessons the trainees have chosen are different in each group.

Members in the small group conduct the lessons prepared. When one conducts the lesson, the other members of the group act as learners. One of the members is asked to be an observer. Each member gets a turn as observer.

The observer, at the end of the demonstration lesson leads a discussion based on his observations. The observer may use the following questions for discussion with the other trainees.

- What were the good and negative points about the lesson?
- How do you feel about conducting the lesson?
- How do you feel about your role as observer and discussion leader?
- Were you able to stimulate good discussion?

NOTE

- The trainer should be available for consultation with any trainee when needed
- They may need to prepare teaching aids, if the lesson so requires. The trainer should have necessary materials and be ready to assist if required
- If time is limited, two trainees can work on one lesson assisting each other in preparation. They can then decide who will present the lesson.

COMMUNITY HEALTH CELL
Marks Road

- Did you feel that you talked too much or too little? Why?
- Did you find it difficult not to give answers?

They come back together in a large group. The trainer asks the trainees:

- What do you feel about the whole exercise?
- Does the preparation and the exercise help you to understand the problems of the learner's better?
- Does the Animator's Guide help you in performing your role as an animator with more confidence?

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1. Reflecting On The Effective Use Of Animator's Guide At The NFE Centre

30 Mts

Objective

To think through how the Animator's Guide can be effectively used at his centre.

Exercise

The trainer lists the following questions on the black board for the trainees to write their replies at night. He asks the trainees to give the papers to him the next morning.

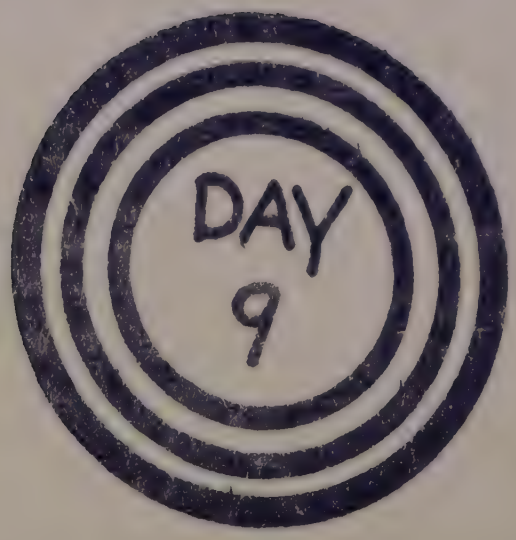
- Would you have difficulty in using some of the lessons in the NFE Centre?

- What do you think about adaptation of the lessons? Give any ideas you have.

- In case you need, do you think you can develop your own lessons using the same approach?

- What will you do to select appropriate lessons?

- Do you think learners could be involved in selection of lessons? If yes, how?



MORNING

PREVIOUS DAY'S REPORT

30 Mts

Focus : Observation and Expression

EXERCISE

The previous day's programme is reported in whatever manner the trainees decided to. Those who are not involved in reporting are asked to comment on the report.

- Does the report show the different feelings that existed in the group the previous day?
- What were the important feelings expressed? Why?

The focus on observation and expression is again given a place. Encourage trainees to comment on their ability to observe and express now.

2. Understanding The Need For Literacy And Numeracy

2hrs 30Mts

Objective

To realise the need for learning to read and write.

EXERCISE 1

Trainees are divided into three groups and each group is given a theme for a role-play. Suggested themes are:

ROLE PLAY 1

- Depicting the differences in life and living among three generations.

ROLE PLAY 2

- Depicting a situation in a Tahsildar office/post-office where an illiterate and a literate person are trying to apply for a birth certificate/ send a money order.

ROLE PLAY 3

- Depicting a discussion about sending the daughter to a hostel, away from the village, for studies by the parents.

The group prepares the role-plays on the themes suggested for about 30 minutes and presents the role-plays one by one. Each role-play is for 15 minutes.

- What are your general comments on the role-plays presented?

QUESTIONS ON ROLE PLAY 1

- How would you feel if you lived in your grandfather's time or your father's time?
  What are the things you are doing now you would not have done?
  What are the things which he was doing which you are not able to do?
- Are the problems you face today similar to your father's and grandfather's?
- Would the solutions for the problems be the same or different in your opinion? If yes, why? If not, why?

Questions On Role Play 2.

- Is this scene a common scene that you have come across?
- What is your opinion of the characters of illiterate and literate person played?
- Do you think illiteracy creates more problems for the villagers in this situation?
- What do you think will happen if people remained illiterate?

Questions On Role Play 3.

- Have you come across any scene such as the one presented?
- Did you like the father's or the mother's opinions on sending the daughter to the hostel? Why?

Exercise 2

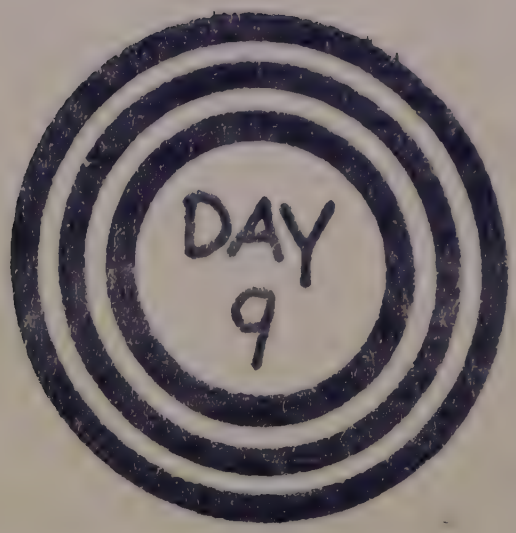
The trainees sit in small groups of four or five. They describe about the following in their own village. One member notes down the information given by each member:

- The number of relatives who live outside their village, in the neighbouring villages, in the district, in the state of Tamil Nadu, outside Tamil Nadu, outside India;
- The approximate number of bullock carts, bicycles in their village;
- The approximate number of lorries and buses coming to the nearby village;

- The average number of people travelling to the nearby villages and towns by bus or lorries;
- The number of newspapers and magazines that are seen in the village,
- The number of radio sets in the village;
- Any T.V. set in the village;
- The kind of posters put up in the village;
- The number of shops with sign boards seen;
- The number of public meetings held in the village in a month; (or nearby villages/towns) and average number of people attending
- The number of organisations such as youth clubs, women's groups, cooperatives, banks, post-office etc.,
- Any other striking thing happening in the village.

The trainer asks the groups to discuss the information in the light of the questions that follow:

- What are the things you described now, as happening or seen in your village, were happening or seen at your grandfather's time or your father's time?
- What do you think are the consequences of not being able to read and write in today's world?



AFTERNOON

30 Mts

GETTING INTRODUCED TO THE LITERACY PRIMER

Objective

To be familiar with the tasks involved in using the literacy primer and the work-book for the learners.

EXERCISE

The trainer distributes copies of the primer and the work-book to every trainee. He explains with the aid of the primer, work-book and some charts (showing the number of words and the alphabets introduced in every lesson and in the two phases), the format of the primer and of the workbook. The probable time required for teaching and learning literacy using the primer is also explained.

The trainer familiarises himself with the introduction or the trainers note given in the primer and prepares the chart suggested beforehand.

The trainer asks them to share their feelings about using these books in their centres and share their thoughts about the format of these books.

PREPARING LITERACY AIDS

1hr

Objective

To develop skill in preparing some literacy aids to use with the primer.

EXERCISE

The trainer shows some samples of aids that may be useful in learning words and alphabets.

NOTES

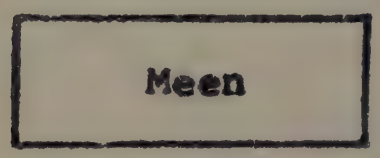
The trainer prepares the samples before the session.

The samples are:

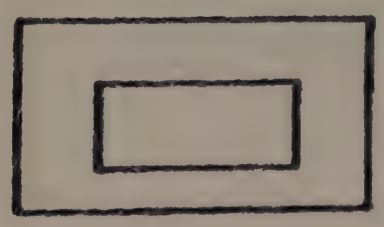
- A chart of words in one lesson

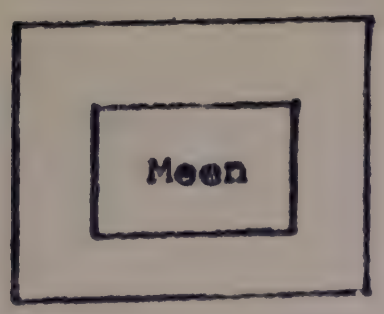
Meen	Padagu
Nam	Inge
Neelam	Adhikam

- Cut-out of each word - the same size - to match the words on the chart.



- The word cut-out with a sliding cardboard piece showing one alphabet at a time.



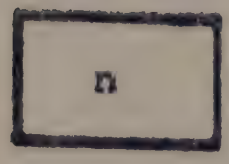


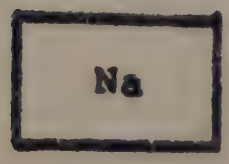
The trainees are asked to see the different aids. The trainer explains the purpose of each aid shown and how it could be used with the learners.

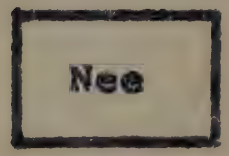
The trainees are then given some cardboards, scissors, rubber bands, crayons or colour felt pens and are asked to prepare such aids for one lesson each.

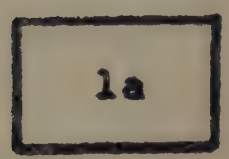
The prepared aids are to be displayed.

- Alphabet cards



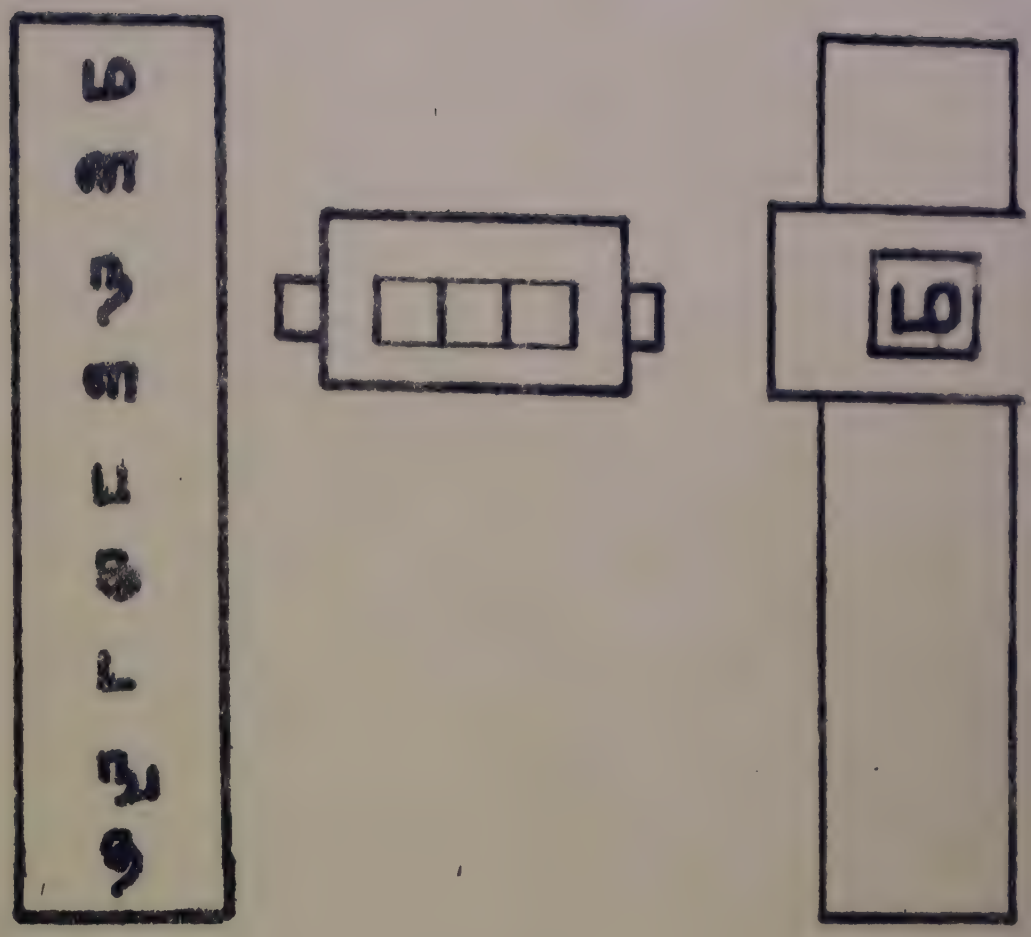






Then the trainees are asked to prepare an alphabet slide rule:

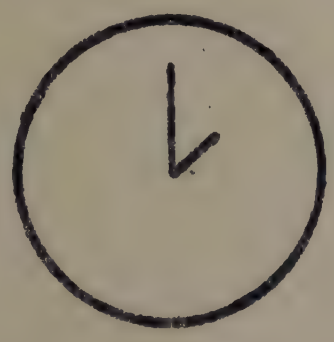
A long strip of cardboard with the introduced alphabet on it. Two small pieces of cardboard, the width of which is equivalent to the width of the long strip plus one centimetre, are cut out. The top card has a hole big enough for an alphabet to be visible through it. These two cards are placed one on top of the other and stapled at either end. This setting is slid through the long strip on which the alphabets are written.



The trainer asks the trainees for any suggestions about other literacy aids that may be useful in teaching and learning literacy.

How do you feel the usefulness of the types of aids prepared?

DEMONSTRATING A LITERACY LESSON



2 hrs

Objective

To develop some skill in using the primer, workbook, and the aids prepared.

EXERCISE

The trainer asks the trainees to divide themselves into three or four groups. Each group is asked to select a lesson from the first part of the primer. They are to study that lesson, the corresponding exercise in the workbook, the aids for that lesson, and draw out a lesson plan for 30-45 minutes.

They should choose one from among the group as animator and the others in this group and in the other groups as learners. The chosen animator from each group is asked to conduct a literacy class following the plan made by the group.

The trainer asks for general comments on the classes conducted and their use of the primer and any suggestions for improving the classes.

Then the trainer asks the trainees to divide themselves into two groups and each group to discuss the following questions.

- How did you feel about the use of the primer, aids and workbooks?
- Do you have any suggestions for improved use of materials?

MORNING

PREVIOUS DAY'S REPORT

30 Mts

Focus : Writing Skills

EXERCISE

The daily report is written upon a newsprint or newspaper and posted on the wall. The trainees are asked to read the report, keeping in mind the following criteria:

- length of the report
- sentence construction
- language - simple/complex
- clarity
- organisation of the report

The focus on writing skills is again given a place. Encourage the trainees to comment on their ability to write the report.

UNDERSTANDING THE NEED FOR NUMERACY LEARNING

15 Mts

Objective

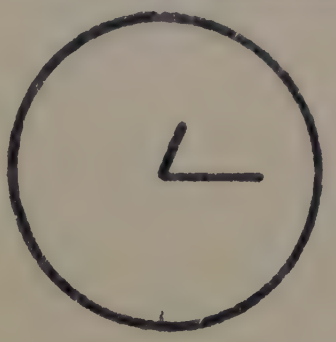
To realise the need for numeracy in day-to-day transactions

EXERCISE

The trainer asks any four trainees to describe a typical day in their lives. He/she asks others to listen carefully.

- How did you find the days described by your friends?
- How many of the activities of the day described involve numbers, calculations?
- Can you describe the activities involving the numbers and calculations?
- Imagine and describe a day of activities without involving any numbers or calculations?

GETTING INTRODUCED TO NUMERACY PRIMER



1 HR 15 Mts

Objective

To look through and understand the Numeracy Primer and the Animator's edition of the Numeracy Primer.

EXERCISE

The trainer distributes copies of the Numeracy Primer and the Animator's edition of the Numeracy Primary to every trainee. The trainees are to leaf through the books in their hand for five minutes.

The trainer then explains the basis of the Primer (as explained in the preface of the Primer/ Animator's edition) and also the detailed format of the book in terms of sections and the lessons in each section.

The trainer explains the Animator's edition of the Numeracy Primer in terms of its relationship to the Primer and additional information useful for teaching the number and arithmetical concepts introduced, taking one lesson from the Primer and a corresponding lesson from the Animator's edition.

- How do you feel about using such a Numeracy Primer in your centre?
- Is the Animator's edition necessary?
- If yes, how?

The trainees listen to the explanation, raising questions for clarification as ans when they have doubts about the matter introduced and explained.

PREPARING TO DEMONSTRATE TEACHING A NUMERACY LESSON

1hR

Objectives

- To select one of the lessons presented in the Primer
- To read through the Animator's edition for the basis, preparation and procedure for teaching the selected lesson.

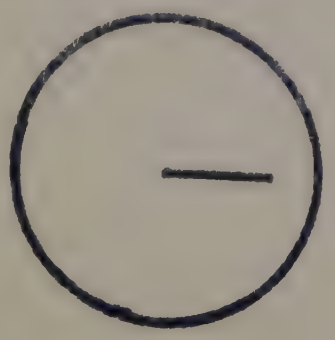
EXERCISE

The trainer asks the trainees to form small groups (4 groups). Each group is asked to choose one lesson for demonstration. Read the Animator's edition for the selected lesson carefully. The group can decide the tasks to be performed by each member in demonstrating the teaching of the lesson. The group can gather the necessary materials.

- Are all the necessary materials gathered?
- Are you ready for demonstration lesson of a numeracy lesson?

AFTERNOON

KEEPING UP THE INTEREST



15 Mts

EXERCISE

Trainees are to play their own game in which the trainer participates.

DEMONSTRATING NUMERACY LESSONS

2 hrs 30 Mts

Objective

To develop some skill in using the Numeracy Primer and the Animator's edition of the Numeracy Primer.

EXERCISE

Each group demonstrates a lesson already selected and prepared for. Except the individual trainee or the team conducting the demonstration, the rest of the trainees act as the learners. With each group's demonstration, the experience is to be processed.

- Give your general comments on your demonstration lesson?
- Did you find learning enjoyable?
- If yes, why? If no, why?

The trainer then asks the whole group to give comments on the primers and the animator's edition, if they have any.

Reflecting On & Expressing The Learning Of The Day

30 Mts

Focus : Indicators of learning

Exercise

Sitting in a circle, each trainee is asked to say one definite learning from today and from yesterday. The trainees are also asked to say how they know that they have learned and how others would know that they have learned.

Stage 4

Evaluation Indicators

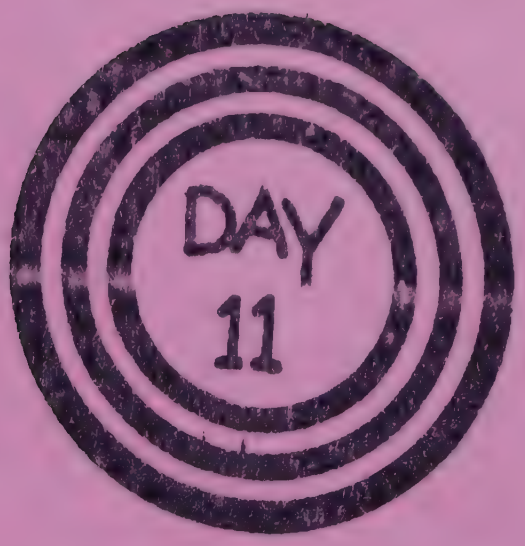
As a result of the experiences undergone from the 6th day afternoon to the 10th day, the trainees may show the following behaviours :

- .. listen more attentively
- .. express with clarity
- .. be more critical about oneself and others
- .. be more confident from information gained and some skills learned and discovered
- .. be more appreciative of oneself and people in general

Stage 5

Designing The Work Plan For The NFE Centre

With his/her emergence as an Animator impatient to play his/her role, the trainee is taken through a process of designing his/her own Centre's programme, taking into account his/her own strengths, weaknesses, opportunities available and difficulties foreseen in the field.



MORNING

1. PREVIOUS DAY'S REPORT

30 Mts

Focus : Feed-back

EXERCISE

The trainer asks the trainees to give their comments on the report presented; one positive and one negative comment on the quality of reporting. The comments are listed on the board. The group is to discuss the usefulness of such comments in improving the quality of reporting.

The focus on the feed-back is done for the second time here. Encourage the trainees to compare their ability to give a feed-back earlier and now.

2. Identifying One's Own Strengths, Weaknesses And Seeing Opportunities And Difficulties That Exist In The Field

Objective

To realise and express one's own strengths and weaknesses; to be able to foresee opp-ortunities and difficulties in the field.

EXERCISE

The trainer requests each trainee to list: two of his/her strengths, two weaknesses, two opportunities available at his/her village and two difficulties he/she foresees in the field as animators. Half an hour may be required to think through these.

The trainees are then asked to list the strengths identified. The same is done with weaknesses, opportunities and difficulties.

Strengths

eg. can speak well

Weaknesses

eg. gets angry soon

Opportunities

eg. getting all children in the village immunised

What is listed as strength need not be related to the weakness, opportunity or difficulty.

Difficulties

eg. lack of interest in the NFE Centre on the part of the people

The four lists are displayed. The trainees are asked to study.

- Comment in general on the lists displayed
- Can you identify more strengths and weaknesses of yourself from the large list?
- What is your feeling about being an animator in the Adult Education Centre?

Design And Plan Of NFE Programme

2 hrs

Objectives

- To list the activities of the NFE Centre
- To specify time needed for each of the activities
- To identify the resources available for carrying through the activities
- To foresee the difficulties, in implementating the programme activities
- To specify the mode of involvement of the learners in planning and implementing the activities

EXERCISE

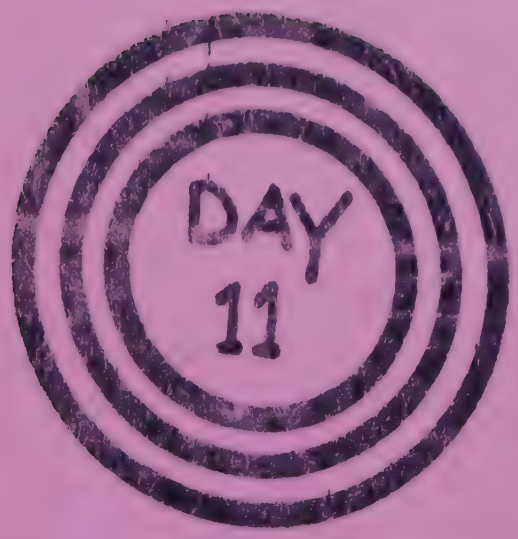
The trainer asks each trainee to work individually on:

- the list of activities required to be implemented in the NFE Centre by the animator
- the approximate time needed for each activity listed (in the total period of 10 months)
- The resources in terms of materials, persons available for carrying through each of the activities

- The difficulties that may come on the way of implementation of each one of the activities

- The way the learners would be involved in planning and implementing each one of the activities

After working on the plan for an hour and a half, every trainee is asked to write his/her plan on a newsprint and display.



AFTERNOON

EXAMINING THE NFE PROGRAMME PLANS DESIGNED

2 hrs

Objective

To examine the NFE programme plans

EXERCISE

The trainer asks the trainees to look at the plans of at least two other trainees, keeping in mind the resources available and the difficulties in implementing the programme activities. Then the trainees sit in a circle in the large group.

- Any comments on the plans you made and the plans you looked at?
- What were your feelings when you did the planning of the NFE Centre programme?
- How confident do you feel about carrying the plans made in the NFE Centres in your villages?

NOTE

The trainer should be familiar with all the records to be maintained by the trainees at the Centre and have samples with him/her.

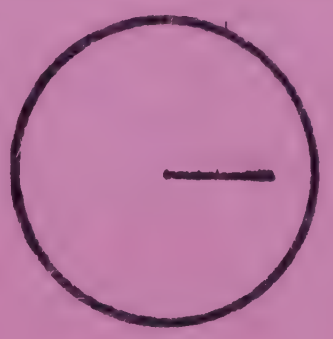
Reflecting On And Expressing The Learnings Of The Day

30 Mts

Exercise

Animators are asked to sit in a circle and express their general comments on the day's exercise and their learnings from it.

Overnight Exercise



15 Mts

The trainer explains the importance of continuous learning and the need for all the members of the group to support each other through sharing their own experiences in future as they have done during the training. As a symbol of learning and sharing, the trainer suggests that the trainees prepare a badge overnight. Each trainee prepares a badge for another trainee.

MORNING

DAY 12

: REVIEWING ALL DAYS REPORTS

1

1hR

Focus : All the aspects of reporting, observation and expression, writing skill.

EXERCISE

The trainees sit in a circle and read the reports of all the previous 11 days in turn. While listening to the report it is suggested that the trainees learn in mind the reviewing of the learning and also skills in observation, expression and writing.

- What is your feeling while listening to the reports?
- Any comments on the reporting during early days and towards the end?
- Do you feel that the daily reporting can be of help in your NFE Centre?

EVALUATING THE TRAINING PROGRAMME

1

1hR

Objectives

To help trainees evaluate the training programme

EXERCISE

The trainer gives the list of objectives of the training programme. The trainer suggests that the trainees exchange their ideas on when and how far these objectives have been fulfilled for them individually.

After discussion the trainees assemble in a large group. The trainer conducts a small discussion on areas that were satisfying and dissatisfying during the entire training programme. He/she also collects a list of recommendations in writing from the trainees for future training programme.

IMAGINING THE NFE CENTRE TO BE

2 HRS

OBJECTIVES

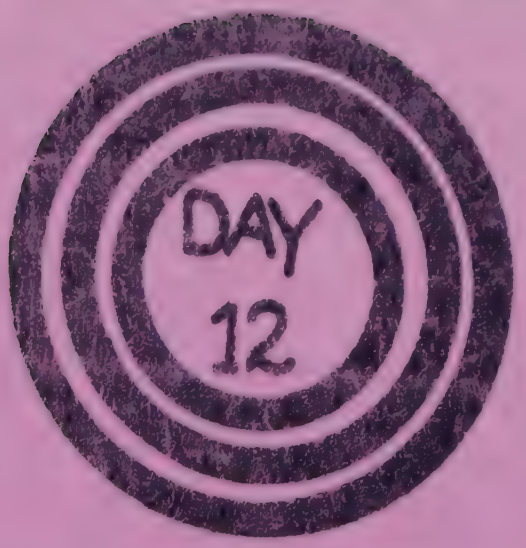
To imagine and present a scene from the NFE Centre to be

EXERCISE

The trainees are asked to divide themselves into groups of five or six. The trainer suggests that each group imagines a scene from the NFE Centre in their own village and role play the same. The trainer allots 15-20 minutes to the group for planning and rehearsing of the role play.

The groups are asked to present the role play one after another. The whole group observes the role plays. The time allotted for each role play is 15 minutes.

- What is your general comment on the role play?
- How did you go about planning it?
- Were you able to convey everything you wanted to, about the Centre?
- If yes, how? If not, why?
- How confident do you feel about being an animator?



AFTERNOON

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4. KEEPING UP THE INTEREST

30 Mts

GAME

Exchanging Roles

Everyone writes his/her name on a slip of paper. The slips are collected, shuffled and each player draws one.

Players then have to say something on behalf of the other person whose name they have drawn. They must speak in the first person, using some characteristic of the person.

" I am ..... "
" I often say .... "
" I always like ..... "
" I am a person who never .... "

The group has to guess who the person represented is.

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5. CONCLUDING THE TRAINING PROGRAMME

1hR

Objective

To feel a sense of completion and to look ahead to being an animator.

EXERCISE

- The trainees sit in a circle. Every trainee is asked to speak for a minute or two about his/her experience of the training.

  The trainer also speaks about his/her experience.

The trainer asks the trainees to sit in pairs and bring out the badge prepared by them the previous night. He suggests that each pair come forward and pin the badge he/she made on the other one, as a constant reminder that the learning is continuous and also they belong to each other in the group and that they would support each other through sharing their own experiences in future.

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